DOCUMENT RESUME

ED 089 822 JC 740 131

AUTHOR	Hochschild, Steven F.; Johnston, James Gilbert
TITLE	Postsecondary Education Access Study. Part II: Vermont Adult Aspiration Study. Second Interim Report.
INSTITUTION	Vermont State Commission on Higher Education Facilities, Montpelier.
SPONS AGENCY	Vermont State Commission on Higher Education.
PUB DATE	18 Jan 74
NOTE	70p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Adult Learning; *Adult Students; Aspiration; Continuous Learning; *Educational Needs; *Educational Opportunities; *Post Secondary Education; Surveys
IDENTIFIERS	Vermont

ABSTRACT

A sample of adults in Vermont were surveyed by questionnaires to determine interest in, or aspirations for, postsecondary education; motivating forces which create these aspirations, perceived obstacles which might discourage participation, preferences for sponsoring institutions, and location of instruction. A second concern of the study was the distribution of the demand for postsecondary education by various target populations or social groupings. The third purpose of the study was to present an analysis of the "equality of opportunity" for postsecondary education for those who did and did not complete the traditional sequence of postsecondary education following high school graduation. Postsecondary education is used in this study to refer to any form of formal education a person acquires after leaving (not necessarily graduating) high school. Numerous tables are presented which show the results of the questionnaire. (Author/SW)

ED 089822

Second Interim Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Postsecondary Education Access Study

PART II

"VERMONT ADULT ASPIRATION STUDY"

JC 740 131

Submitted to the
Vermont State Colleges
and to the
State of Vermont Commission
on Higher Education Facilities

By

Steven F. Hochschild
James Gilbert Johnston

TABLE OF CONTENTS

Acknowledgements	i
I. Introduction	1
II. Sampling and Methodology	3
III. Summary of Major Findings	5
IV. Recommendations	10
V. The Organization, Analysis and Presentation of the Data	21
VI. The Adult Population: An Analysis of Needs, Aspirations, Obstacles, and Affiliation Preferences for Adult Education	23
VII. Adult Subpopulations: The Distribution of Needs, Aspirations, Obstacles, and Affiliation Preferences for Adult Education	28
A. The Relationships of Age	28
B. The Relationships of Birthplace	33
C. The Relationships of Sex	35
D. The Relationships of Place of Residence	37
E. The Relationships of High School Educational Tracking	39
F. The Relationships of Income	42
VIII. An Analysis of Opportunity for Access to Adult Postsecondary Education	45
IX. Tables	

ACKNOWLEDGEMENTS

Many institutions and individuals have made this Study possible. Here we acknowledge only some. A grant from the Vermont State Colleges provided the basic funding in addition to office space. The University of Vermont granted usage of the Academic Computer Center facilities and consulting staff. The Postsecondary Education Advisory Council provided wise counsel during various development stages of the Study. The Office of Budget and Management provided a number of useful services for the Study Project.

Our research assistant, Mrs. Marge Christie brought considerable intelligent effort contributing to the birth of the Study prior to giving birth to her daughter! A special thanks to Mrs. Diane Churinske, who took on the extra secretarial load with energy and enthusiasm.

We are grateful for this commitment and help.

Steven F. Hochschild, Project Director
James Gilbert Johnston, Chief Researcher

Box 81
Montpelier, Vermont 05602
January 18, 1974

I

INTRODUCTION

This study focuses on the following questions and issues in an attempt to shed light on them as well as to encourage general discussion and action in regard to them:

1) What are the current levels of aspiration and demand by adults for postsecondary education, and are these demands "life-long"? By "postsecondary" education we refer to any form of formal education a person acquires after leaving (not necessarily graduating) high school.

2) What kind of postsecondary education do Vermonters seek? How do Vermonters wish education to be delivered, where, and by whom?

3) Do Vermonters experience equality of opportunity in obtaining postsecondary education? Are current aspirations and demands fulfilled?

4) If we find that many Vermonters experience inequalities of opportunity and unfulfilled demands for postsecondary education, what obstacles and problems might account for these conditions?

5) How do Vermonters feel about the availability of postsecondary education for all adults and who should pay?

Like the first Interim Report, "Vermont High School Student Aspiration Study," this second Interim Report is subject to revision prior to the issuence of the Project's Final Report. Your comments, criticisms, and advice will help us in the revision process leading up to the Final Report. The Final Report will attempt to integrate the findings and revisions of the previous Interim Reports.

The next report is a follow-up study of high school graduates studied in the first Interim Report in an attempt to account for the disparity between the high rate of postsecondary education aspiration and the generally lower rate of continuation. The research design for the third report is available on request.

II

Sampling and Methodology

The sample for this study of adult Vermonters was drawn randomly from a state government listing without duplication of all Vermont adults excluding wholly dependent adults in institutions not in households. The selected sample was comprised of 884 individuals.

A letter advising each person that he/she had been selected to participate in the study was sent out ten days prior to the mailing of the first questionnaire. A post card reminder was mailed to each potential respondent ten days following the mailing of the questionnaire. A second copy of the questionnaire was sent to each potential respondent who had not returned the questionnaire three weeks following the original mailing.

The response to the survey was excellent for this type of questionnaire. Five hundred and thirty-two (62.2%) of the questionnaires were returned. Forty-three questionnaires were not included because the respondent was senile, deceased, no longer a Vermont resident, or refused to participate. An additional fourteen questionnaires were not tabulated because the information given appeared

inconsistent or was so incomplete that tabulation would have been useless. The final tabulation included a total of 475 respondents.

In order to test the characteristics of those who did not respond to determine the non-response bias, a random sample of 70 of the 352 non-respondents was selected and telephone or personal interviews were conducted with all who could be located. An initial analysis of this group indicates they represent more males, persons with slightly less educational attainment, and about the same level of interest in future educational opportunities as the original respondents. In the main, these non-respondents were not too different from those who had originally responded except that they had misplaced the first and second copies of the questionnaires sent or that they had only partially completed the task.

The data presented in this report represents the characteristics of those 475 respondents who originally responded with allocation of the results from the non-respondent sampling. Information reported in the Tables is percentages of those responding to individual items unless otherwise noted. The number of non-responses for each item accompanies each Table.

III

Summary of Major Findings

This Study has generated an enormous quantity of data. Much of it is significant and most of it is interesting. We hope this summary of major findings will provide a perspective and an introduction to the more extensive analysis of data included in the Report.

Finding I

96.7% of Vermont adults surveyed believe that postsecondary education should be available to all adults.

The current demand for some form of postsecondary education by Vermont adults (excluding those currently enrolled in colleges or other programs right out of high school) is extremely high (66%), and this demand is "life-long."

This aspiration rate varies for age group as illustrated below:

Under 24	25-34	35-44	45-54	55+
66.7%	71.4%	81.8%	52.5%	36.5%

Finding II

Vermont adults seek an extremely diverse range of educational programs sponsored by diverse education institutions to fulfill a wide range of educational needs which change significantly throughout life. In addition, the distribution of demand varies according to the sex, place of residence, income, high school educational background, and other characteristics which distinguish Vermont adults.

Finding III

Of those adults who responded, 39% currently would like to change their jobs and seek education to help them do so. 68.9% of the adults seeking education are motivated by the desire to learn or improve employment-related skills.

Employment-related aspiration for education accounts, in part, for the 35-44 age group having the highest over-all demand for postsecondary education - a demand rate of 82%.

Finding IV

There appears to be a very high number of Vermonters whose educational needs and demands are not being met. We have found that on the one hand the demand for education increases as

adults move from the "24 year olds and under" age group to the "25-34" and the "35-44" age groups. On the other hand, the participation rate (currently enrolled in a postsecondary education program) decreases dramatically from a high of 32.1% for "24 year olds and under" to 8.6% for the 25-34 age group, and 4.0% for the 35-44 age group.

In short, we found that as adults' educational aspirations increase, their needs are less likely to be met.

Furthermore we found considerable inequalities of opportunity for adult postsecondary education existing between the adult who received some postsecondary education immediately after high school (the "continuer") and the adult who postponed his/her postsecondary education (the "postponer"). Our findings show that the postponer (whose aspirations rise as he/she gets older) enjoys only a fraction of the "continuer's" opportunity to participate in postsecondary education as an adult. The following Table illustrates this.

Percentage of Each Group Currently Enrolled

	25-34	35-44	45-54	over 55
Postponers:	8.6%	4.0%	.0%	.0%
Continuers:	14.3%	12.0%	5.6%	4.0%

This suggests that there are serious inequalities of opportunity among adults for postsecondary education. If adults enjoyed equality of opportunity we could assume that participation rates would be equal for all age groups with similar aspiration rates, and among both "continuers" and "postponers" who share similar aspiration rates. We found this not to be the case.

Finding V

Vermont adults experience a diversity of obstacles which in many cases significantly reduce their opportunities to gain desired postsecondary education. Some obstacles relate to the requirements or image of the postsecondary educational institutions themselves, but others are financial, geographic, family-related, and personal.

Finding VI

Vermont adults generally feel that the State should bear some or all of the financial burden of postsecondary education, but that they were willing to share in some of the cost. 74.8% of the adults sampled believed the State should pay all or a share of the costs. 50 % of the adults state that they

do not have more than $150 available per year for their own postsecondary education. 30% of the adults have available $50 or less and 15% have no funds available.

Low income people are willing to spend a higher proportion of their income for postsecondary education than high and middle income adults though low income adults have few dollars available to spend on education.

Finding VII

While Vermont adults sampled demand a diversity of educational programs affiliated with a diversity of educational institutions, an over-riding demand is for the educational delivery of these diverse programs to be locally-based and available at the high school, vocational-technical center, or at the place of employment.

Finding VIII

41.8% of Vermont adults indicated that they would like to have available to them educational counseling services. 41% of the adults sampled indicated that they did not feel that they had received good advice or information about postsecondary education in the past.

IV

Recommendations

A number of common threads weave their way through most of our findings. These are:

1) High aspiration for postsecondary education which tends to be life-long.

2) Diversity of needs for educational and access programs, counseling, institutional affiliations, and instructural delivery systems.

3) Diversity of obstacles which reduce and account for unequal educational opportunities.

4) Common demand for locally available educational programs at low cost.

Our recommendations attempt to reckon with this set of inter-related findings and, hence, we will attempt to offer a set of inter-related recommendations.

Recommendation I

We feel it is important in light of our findings for Vermont educational leaders to articulate an over-all desired policy regarding the provision of post-secondary education to adults, and the Legislature review the sufficiency of its over-all financial commitment to adult postsecondary education in Vermont.

Recommendation II

We feel that the response of adult postsecondary education institutions to the diversity of adult postsecondary educational needs be carefully planned and coordinated.

Our findings do indicate that diversity of educational and access programs, counseling services, institutional affiliations, and instructional delivery systems is essential. No one institution or program can satisfy the diversity of educational needs or solve the diversity of access problems.

However, we would like to suggest that the current "accidental" diversity resulting from what the Governor's Blue Ribbon Commission on Higher Education refers to as the "problem of fragmented planning and policy implementation" does not, in and of itself, provide the desireable diversity of response to needs and problems.

The diverse response we are seeking is a planned and coordinated response. We are seeking, in the words of a study, recently funded by the Carnegie Corporation, a "diversity by design."*

* Commission on Non-Traditional Study, Diversity by Design (San Francisco: Jossey-Bass Publishers, 1973). This book is an excellent national study of access to postsecondary education.

We think that any effective planning process for adult postsecondary education in Vermont should include at least the following planning steps:

1) Building a reliable information system to better plan and manage adult postsecondary education. Such a system could be designed to assess adult and employer demand for education on a periodic basis, and to evaluate effectiveness of both education and access programs for adults.

2) Choosing learning and access program priorities which take into account the realities of the adult learner.

3) Allocating responsibilities and resources for implementing priority programs.

4) Developing mechanisms and interinstitutional relationships to make possible local delivery of education and access programs.

The next set of recommendations attempts to suggest steps which might reduce those obstacles or "educational trade barriers" to and between postsecondary institutions. "Educational trade barriers" tend to reduce an adult learner's educational opportunity, chances of success, and mobility. By "educational trade barriers" we refer to intentional or unintentional institutional policies, regulations, and routines which inhibit the free flow of capable and accomplishing adult students and their needed

learning resources within and between postsecondary education institutions. We do not believe that these particular recommendations require, so much, additional levels of funding but rather, increased efforts both to coordinate existing resources and energies and to negotiate less restrictive terms of "educational trade" within and between institutions.

We recognize and support a number of current joint institutional efforts which are attempting to deal with problems related to educational trade barriers. Perhaps, such efforts signal an important beginning.

Recommendation III

We should maintain the diversity of existing postsecondary educational institutions and their identities, but at the same time institutions should consider the development of mechanisms that allow for multiple institutional sponsorship of any particular institution's program. Hence, a student could choose the institutional affiliation he/she preferred to sponsor a particular learning program. We found in our analysis that adults held strong biases (which sometimes acted as obstacles to access)

for or against a particular institution which sponsors educational programs. Multiple sponsorship of programs would solve this "bias" problem as well as other more complicated educational delivery problems.

We also feel that we need to encourage the trend to recognize "new sponsors" of programs such as employers, government agencies, and special groups. Hence, sponsorship responsibility could be increased as well as shared. Of course, a mechanism for multiple sponsorship of educational programs depends upon simultaneously solving other problems which create "educational trade barriers." These other problems are dealt with in the following recommendations.

Recommendation IV

Improved terms of educational trade between and within institutions should include a mechanism for easier transferability and recognition of credit earned in one program and institution and applied where relevant to another program or institution. This mechanism should allow for increased recognition for credit of diverse learning modes and experiences outside of the traditional classroom learning mode. Perhaps, one acceptable transferable credit "currency" of the postsecondary education

realm which could be studied carefully is that of competency-based or competency-specific learning units. Where educational requirements are specific in terms of competencies to be mastered (in addition to units of credit) the competency units could serve as the commonly defined and understood "credit currency" transferable and recognized between institutions and programs. Adults who exit, enter, and re-enter educational programs throughout life could store competency defined units in a central transcript depository such as a "Credit Bank." Such a Credit Bank has been developed between Johnson State College and Community College of Vermont.

Recommendation V

We recommend the development of inter-institutional or consortium-sponsored sequenced "learning ladders" which would provide for life-long learning opportunity, continuity in learning, and real learning mobility. Learning ladders could be developed between consortium members which specialize at different "achievement levels" but which fall in common learning and professional content areas of learning. Thus, an adult who typically cannot take time off to enroll in a program full-time for a long uninterrupted period of months, could begin at one level of learning in one

institution's program, and upon successful completion at that level, continue to climb the learning and occupational ladder in another institution's program. An adult learner should be able to enter and re-enter a learning level for which he/she is qualified at any time and whether or not he/she is motivated for a degree, advanced degree, occupational certification, or personal enrichment.

Our data confirms the reality of high aspirations for life-long learning. Adults need to enter, exit, and re-enter educational programs (sequenced or non-sequenced) throughout life. Educational institutions have to make this easy and possible. Second, an important if not dependent characteristic of educational access to learning is "learning mobility";the opportunity to advance in learning to match one's desire, capacity, and accomplishment. We have found that adults who have postponed postsecondary education right after high school ("postponers") are severely deprived of economic and educational mobility because they got off the traditional learning ladder designed for the high school graduate. That ladder passed the "postponer" by nearly all togetner. The development of sequenced learning programs would provide adults with learning ladders which do not exist now.

Recommendation VI

We would encourage efforts to increase the diversity of acceptable and recognized methods of instructional delivery. Methods of "instructional delivery" are simply methods by which the learner receives instruction. Methods of instructional delivery could be formal or non-formal, traditional or non-traditional, campus based or community-based. Methods of delivery could include the classroom lecture, independent and self-study, television broadcasts, correspondence courses, on-the-job training, etc. Diverse methods of instructional delivery could be supervised by the professor on the campus or the professional in the field and on-the-job.

Our findings show that adults not only seek and respond to diverse educational programs, but seek and respond to diverse methods of instructional delivery. We need to increase the methods of instructional delivery approved and available to adults.

The next set of recommendations addresses the general challenge to increase postsecondary education access to adults.

Recommendation VII

Adults experience many kinds of obstacles in the way of their participation in educational programs. Access programs should be developed to reduce the inequalities of opportunity which these obstacles help to create. We feel that access programs should be developed and made available at the same time that educational programs themselves are developed and made available to adults. An access program should be geared for the kind of adults at whom a particular educational program is directed.

The diverse access problems of adults have to be matched with diverse access programs.

Recommendation VIII

Financial aid programs for adult learners should be developed and expanded. Flexible financial aid program should be a key component of any effective access program for adults. A flexible financial aid program would make it relatively easy for adults to receive financial aid to support diverse kinds of enrollment in educational programs. This would include the full-time as well as the very part-time learner or the campus-based or community-based learner. An "educational voucher" and/or "educational credit card" system available to adults

may be worthy mechanisms for further deeper consideration.

Recommendation IX

We recommend that another key component of any effective access program for adults should be the local delivery of educational programs in the local high school, area vocational centers, or place of employment. This would provide easier geographic access to educational programs.

Recommendation X

We feel that careful consideration should be given to how an educational consortium providing postsecondary education for adults should be represented and administered at the local level (i.e., high school, small town, etc.). Careful consideration should be given to factors such as cost and local resource utilization, qualified and properly trained local staff, personal contact and credibility in both the community and with the consortium members, and clear definition of roles.

We offer the recommendation that at the local level the consortium should be represented and administered through local "educational agents."

These local educational or "extension" agents should be able to articulate local and individual program demands, and to operate local outreach and access programs. These educational agents should be able to provide educational counseling and to present adult learners with the full range of diverse learning options available through the education consortium. These educational agents should be able to represent and act for the consortium in providing educational programs and available support such as financial aid, transportation, etc. In addition, the local educational agents should be responsible for providing new learning options when consortium sponsors and local resources can be found.

Perhaps, institutions which have both existing experienced staff in-place in local communities and access and educational programs of their own could be integrated into the consortium to serve or share the role of local educational agents for the consortium.

It is our recommendation that the most important link between the individual adult in a local community and diverse access and educational options provided by consortium members is the local educational agent.

V

The Organization, Analysis and Presentation of the Data

This analysis of the adult demand for access to postsecondary education represents a distillation and one particular organization of a tremendous quantity of raw data. We are sensitive to the fact that this particular analytic scheme may not suit the needs of all institutions, agencies and decision-makers with responsibilities for postsecondary education in the state. It was impossible to perform every possible analysis. However, it is hoped that this initial presentation will focus attention on those realities and problems which may lead to fruitful discussion, additional analysis, and the formation of new educational policies, in the area of postsecondary education for adults.

Specifically, this analysis presents an overview of the responses of the total sample of adult Vermonters to questions of interest in, or aspirations for, postsecondary education; motivating forces which create these aspirations, perceived obstacles which might discourage participation,

preferences for sponsoring institutions, and location of instruction. These facts should serve as a rough guide to gauging the aggregate demand for postsecondary education opportunities held by adult Vermonters. Demand in this sense is used as a description of needs or aspiration.

A second concern of the study is the distribution of this demand by various target populations or social groupings. Accordingly, this analysis next identifies significant differences in the data catagorized by the following adult characteristics or groupings:

1) age
2) state of birth
3) sex
4) location of residence (rural farm, rural non-farm, village - under 5,000 population, and city - over 5,000 population)
5) high school program taken (i.e., college prep, vocational/agricultural, business and general) and
6) family income

The third purpose of the study is to present an analysis of the "equality of opportunity" for postsecondary education for those who did and did not complete the traditional sequence of post-secondary education immediately following high school graduation.

VI

The Adult Population:

An Analysis of Needs, Aspirations, Obstacles and Affiliation Preferences for Adult Education

The demand for adult education appears to be considerable. Some adults in Vermont have had participation in and still want access to postsecondary education for a variety of reasons. In addition, most of them can and will pay something for the opportunity. Table 1 summarizes the past experience, present need, and acceptable tuition levels of Vermont adults sampled.

Adults who are presently enrolled in postsecondary education or would like to be in the future identified job-related reasons for enrollment as secondary to personal improvement. The attainment of college degree credit appears not to be a prime motivating factor because it ranked considerably below employment and personal development reasons. However, the attainment of a college degree did represent the aspiration of nearly a quarter of the total respondents

Employers and job-related factors were identified by 32% of those responding as the most important influence in their decision to take further

education, followed by family (21%), guidance counselors and teachers (12.6%), and to a lesser extent, referrals by state agencies (3%) and financial incentives (3%). The importance of employers and occupational influences is reflected in the kinds of courses or programs which were identified as preferences by the sample. Over one-half of all courses identified were occupationally-related. A summary of course preference is given in Table II.

Moreover, much of the motivation for continuing education seems to relate to the occupation Vermonters obtain and hold. Of the 445 adults who replied, 77.8% stated that in their occupation (including housewife) they do use the skills they have learned and like to use. But in spite of this fact, nearly 40% would like to change their occupations and 70% feel that there are skills they would like to learn in order to change or improve their current occupational status. A definite lack of information regarding the availability of training is evidenced by the fact that only 60% of those wanting new skills knew whether training was available. Of those responding to a question relating to career guidance and advice only 60% felt that good advice had not been available in the past.

They would prefer presently to get career counseling from high school counselors and teachers (56.8%), employers (56.0%), adult education personnel (49.4%), knowledgeable relatives and friends (50.3%) and college teachers and counselors (48.5%). State employment office staff, private counseling services and other state agencies were considerably lower in preference.

Possible obstacles to taking further education which were identified in the survey also showed considerable diversity. Cost, the need for full-time attendance, job and home responsibilities, course schedules, and the amount of time required to take courses were perceived as the major obstacles. See Table III.

Diversity also was shown in the kind of institution adults wished to have sponsor courses they might take (affiliation). The adult education division of the local high school was most frequently endorsed followed by area vocational centers, on-the-job training through an employer, the University of Vermont Continuing Education Division, the State Colleges, and the Community College of Vermont[1] in that order. See Table IV.

---

1 It should be noted that the Community College of Vermont is a new institution which operates in only 7 of the 14 counties of Vermont and is not well known as yet outside these areas. There is evidence, in the county breakdown of the data, to show that the Community College is highly favored for institutional affiliation in the Northeast Kingdom and Washington County particularly by low income people.

The most popular locations for instruction to be offered were somewhat similar. The local high school was chosen by substantially more respondents than other public buildings, college campuses, industrial or commercial sites, or the potential students' own home. See Table V. In addition, weekday evenings represented the most popular time for instruction.

Although Vermonters are willing to travel to get their education, 26.4% would travel 10 miles round trip or less. 40.8% would be willing to travel 10 to 30 miles round trip. However, only 13.9% would be willing to travel over 50 miles round trip.

Vermont adults currently enrolled in post-secondary education (11.8% in 1973) represent about the same proportion as the national rate (11% in 1971 and 12% in 1972) reported by the Carnegie Commission on Higher Education.[2]

---

[2] Toward A Learning Society, the Carnegie Commission on Higher Education, (New York: McGraw-Hill, October 1973) p. 27.

In summary, there appears to be a relatively high need for continuing education expressed by Vermont adults. The level of aspiration for adults (65.0%) is quite similar to that expressed by Vermont high school students (68.9%).[3] There appears to be considerable diversity in the perceived obstacles, the kind of courses, the institutional affiliation and preferre location for instruction. Such diversity might be expected[4] in any state or community but it does impose special difficulties in a rural, low income state such as Vermont where the population is thinly spread over a relatively large geographic area. Although the focus of this study is upon the individual adults and the sample is too small to make analysis by counties or regions, appropriate superficial examination of the data by regions suggests variations within regions similar to those within the state as a whole.

A focus on the needs of a particular region or social grouping would help to plan programs of postsecondary education to best fit the needs of these Vermonters.

---

[3] Postsecondary Education Access Study, "Vermont High School Student Aspiration Study," Interim Report, 1973.

[4] Diversity by Design, op. cit. This national study includes an excellent exploration of the problem of particular and diverse needs of adult learners.

VII

Adult Subpopulations: The Distribution of Needs Aspirations, Obstacles, and Preferences for Adult Education

Although the responses of Vermont adults in general indicate a surprisingly high interest in postsecondary education, it is of greater interest and importance to determine whether the interests expressed and barriers acknowledged are uniformly distributed throughout the adult population or whether the educational systems of the state serve particular segments of the population differentially. In order to test this question, the sample was categorized by the following demographic characteristics; age, state of birth, sex, location of residence, high school program taken and family income. This summary includes those measures which appeared to be significant as a result of differences within these groups.

A. The Relationships of Age

The concept of life-long learning or a learning society, felt by many to be the present aim of post-secondary education, carries with it the demand that education should be available to all through-

out their lives. The following analysis summarizes those motivations, obstacles, aspirations and preferences of affiliation by age groupings.

Interest levels, as measured by an expressed desire to take some course or program in the future, are affected by the age of the individual. In general, high levels of interest are held by those respondents less than 45 years of age, a majority of those between 45 and 54 years are interested in some form of postsecondary education, while nearly 40% of those over 55 would like to take some course or program.[5] The following chart illustrates this distribution of aspiration:

Would like to enroll in future:

Age group	under 24	25-34	35-44	45-54	55 and over
Aspiration Rate	77.0%	79.6%	79.7%	57.1%	37.9%

As might be expected the reasons for taking further training varied considerably with age. The younger catagories placed greater emphasis on "learning new skills" and "improving present skills" as prime motivating factors; whereas, "personal improvement" and "recreation and enjoyment" were more

---

[5] Special mention should be made of the sustained interest expressed by all age groups in on-the-job training or the place of employment as an educational affiliation.

important to those 55 and older. The interest in "degree credit", although important to younger Vermonters, falls off rapidly for those 45 years of age and older. See Table VI

Age plays an important role in determining possible barriers to adult enrollment in postsecondary education. While "cost" represents a likely barrier to three-quarters of the adults 24 years and younger, only one-half of those over 55 considered cost to be a possible restraint. "Time" represents a constraint to those adults in the 35-44 year range. This is an expected result for those in their peak productive years. However, neither the younger adults nor those over 55 are free from the time constraint. Similarly, "home responsibilities" are a likely inhibitor for the middle age groupings. Nearly three-quarters of those between 35 and 54 years suggest "home responsibilities" as a barrier.

Older adults believe that they may be too old to learn despite a considerable body of research to the contrary. Over half of those respondents 55 years and older suggest that they are likely "too old to learn." Interestingly, this idea has already taken a strong hold on the 45 to 54 year-old group where nearly 50% see the possibility that they are also "too old to learn." Another obstacle perceived

by those 45 years and older is that of "strict attendance requirements".

Nearly twice the percentage of this age group is concerned about the "attendance requirements" as compared to those adults under 45.

Although not statistically significant, it is interesting to note a much higher percentage of adults under 25 express a "dislike for studying" and see it as a possible obstacle than those 25 years of age and older. This attitude is reinforced by a similar pattern of agreement with the statement "I'm tired of school." One other significant concern of the adults 35 years and older is the fact that they do not think they can get "credit" for postsecondary work. Although the percentage is not high, it is double the rate for those under 35 years.

The importance of desire to change occupation as a motivating force in the pursuit of further education is highly associated with age. The rates vary with age from a low of 19% for adults over 55 years to a high of over 55% for those respondents less than 25 years of age. The idea of learning new skills in order to change or improve a present occupation is an important motivating factor for

all age groups varying from over three-quarters of those under 25 to 40% of the 55 year and older age group. A summary of obstacles by age group is given in Table VI.

Up to this point, we have examined the diversity of perceived obstacles to taking further education, by age groups. However, preferences for the institutions through which such courses are offered ("affiliation") differ by age groups. While the adult evening division of the local high school would be the most suitable affiliation to all ages, it has an even greater appeal to those 35 years of age and older. The area vocational schools also have great universal appeal but are significantly favored by those 25 years of age and older. College and University affiliation, whether public or private, two-year or four-year, appeals to the younger age groups. Of all the college related affiliations preferred, the Continuing Education Division of the University of Vermont and the Community College of Vermont seem to have the greatest appeal to all ages of adult learners.

Similar differences were found to relate age and the location at which instruction would be taken. Younger adults preferred the campus for the instruction;

older adults preferred the local high school. Preferences for institutional affiliation and instructional location are shown in Table VI also.

B. The Relationships of Birthplace

The continuation rates of Vermont high school graduates into postsecondary education are lower than those of students in most other states.[6] We could ask whether Vermonters differ significantly in aspirations for higher education or whether the opportunities available in Vermont are less accessible to Vermonters. Unfortunately this question cannot be addressed directly from the data of this Study. However, an attempt has been made to answer the question indirectly. Assuming that those Vermonters born in Vermont represent more closely a Vermont attitude than those Vermonters born elsewhere, an analysis was performed for those factors in the study which measure aspiration, perceived barriers and motivations, kinds of institutional affiliation, and desire to learn new skills. Causes for significant differenced between native-born Vermonters and in-migrants cannot be explained by this analysis but further

---

[6] See pp. 199-204, W.W. Willingham, Free Access Higher Education, (New York: College Entrance Examination Board, 1970), for state by state and national comparisons of continuation rates.

research could be performed to improve our understanding of the relationship.[7] It is possible that significant differences between native-born and in-migrants could be accounted for by education levels of parents, family income, age differences, educational attainment, and other factors. However, the fact that such differences could occur is in itself cause for concern.

Significant differences do exist between in-migrants and native-born Vermonters. They differ in the desire for future enrollment, as well as pursuit of college credit, and personal enjoyment as a motivation for taking further training. Not only are in-migrants more likely to enroll, pursue college credit and be motivated by personal enjoyment, but they are also more likely to seek their education through affiliation with state colleges, UVM, and private four-year colleges. In addition, the attitude of in-migrants toward affiliation with the Community College is more positive to a very significant level. The preference for guidance in career and educational development through an employer is definitely less attractive to "in-migrants" than native Vermonters. A summary of these relationships is given in Table VII.

---

[7] A follow-up study of Vermont high school graduates currently is being planned. This study will focus on the decision-making process which Vermont students employ in deciding on participation in postsecondary education.

C. The Relationships of Sex

Although both males and females are interested in further education and for the same purposes (learning new skills, improving present skills, and personal improvement), men are significantly more interested in college credit than women. Women are more likely than men to seek further education for the purpose of enjoyment and recreation. Nearly two-thirds of the women in the sample as opposed to just over half of the men saw "home responsibilities" as a possible obstacle to taking further education. More men than women identified "job responsibilities" as a possible barrier (59% and 45% respectively). The need for child care presented an obstacle to nearly four times as many women as men. The percentage who saw this as a barrier was small (11.7% of women and 5% of men). However, when age groups and sex are considered together, nearly two-fifths of the women in the 25-34 year age group identify the need for child care as a major obstacle. Nearly 25% of the females but just over 10% of the males identifies the "lack of transportation" as a possible obstacle. Despite the fact that a significantly greater proportion of men than women were likely to be in-

hibited by the possible "competition" involved in further education, very few of the respondents perceived the competitive aspects of education as a real obstacle.

The kind of institutional affiliation through which adults would prefer to get their education differs little between males and females. Women do show a preference for local high school affiliation. Surprisingly, the area vocational centers are highly attractive to both sexes. Nearly two-thirds of the females as compared to just over one half of the males identify the vocational centers as places they would like to sponsor their training.

Similarly, there are few differences in the preference for location of training programs for men and women. The local high school is by far the most attractive center for instruction for both sexes, but significantly more attractive to women. Men, on the other hand, are more attracted to the idea of taking their training in an industrial or commercial place of business.

The majority of both males and females felt they had received good occupational and educational advice in the past and they differed little in where they would prefer to get advice in the future except that high school teachers and counselors re-

presented a preferred source of such advice to significantly more females than males (66.7% and 46.7% respectively). A complete analysis of the findings by sex is given in Table VIII.

D. The Relationships of Place of Residence

Because the population of Vermont is spread over such a large area and because the location of one's home may have a profound effect upon access to and interest in further education the sample was categorized into four groups by place of residence. The groups are identified as rural farm, rural non-farm, village (centers under 5,000 population) and city (centers over 5,000 population). Such categorization produced significant differences in a number of variables. Although no significant differences were found in the desire for further education, the interest in education for college credit varied from 20% for farm residents to 45% for city dwellers. "Time" available was far more likely to be an obstacle to rural farm (71%) and rural non-farm (69%) Vermonters than those in villages (55%) and cities (52%). About the same variation was expressed in recognizing "full-time enrollment requirements" and "home responsibilities" as obstacles. In addition, a higher percentage of farm residents (40%) felt that a "lack of information" would prove to be

more of an obstacle than village, rural non-farm, or city dwellers. Rural farm and non-farm residents, more than village and city residents, felt that "low grades" in the past would prove to be a likely barrier to their further education. While the percentages are not high for any group, the rate at which rural people suggested a lack of "child care" as an obstacle was significantly higher than for the more urban dwellers. The "red tape" associated with education was considered by nearly forty-percent of farmers as being a very real barrier to their taking further training contrasted with less than twenty-percent in the other three categories of residents.

Rural residents identified the local high school and area vocational schools most frequently as the agencies they would prefer to sponsor (affiliation) their education and as the institutions (location) they would prefer to attend. The state colleges, UVM and the private two-year and four-year colleges appealed more to city dwellers. The Community College, although not highly preferred by the rural farm population had greatest preference by village and rural non-farm Vermonters. Rural farm and non-farm residents were also less sure of whether training was available in the kinds of skills they wanted to learn. While city dwellers would prefer to get

career and educational advice from college teachers and counselors as well as employers, rural residents preferred to get advice from high school teachers and counselors and knowledgeable friends. A more complete analysis of the data by place of residence is given in Table IX.

E. The Relationships of High School Educational Tracking

High schools have traditionally prepared students for adult life through a system of tracking. Students bound for college, academically superior, and "socially" acceptable have been placed in or encouraged to pursue the "academic" or "college prep" stream. Other students for whom academic careers are not likely, whose "formal" education is likely to terminate at high school level graduation, and whose academic and manual ability is considered to be limited, often pursue what is called a "general" program with less rigid and less rigorous requirements which are not career-oriented. Two other programs can generally be identified in high schools. These are sex differentiated and both are oriented toward preparation for work after graduation. The vocational program prepares boys for technical and "blue-collar" career orientations. Because it is not oriented to college preparation, students who do not fit the academic mold

are often encouraged to take greater interest in vocational subjects. Some vocational teachers and administrators are concerned that the program, thus, becomes the dumping ground for social and scholastic mis-fits.

Generally, girls who are not interested in attending college or whose academic's performance in high school is considered less than satisfactory choose or are encouraged to enter the commercial or business stream. Students in this program are trained in clerical, stenographic, secretarial and accounting skills. Good business programs in high school are considered terminal in the sense that a graduate of such a program should have attained sufficient proficiency in suitable skills that she/he may directly enter semi-skilled or skilled employment.

The relationship between the high school program taken and the aspirations for and obstacles to further education after high school learning are interesting. Table X shows the relationship between high school programs taken, interest in future enrollment in postsecondary education, those who took some form of training immediately following high school graduation, and those who have taken further training after a break in school attendance following high school. Although significant differences are

apparent between the programs, relatively high rates of interest are shown for all programs.

Significant differences are also apparent between programs with respect to the reasons for which further education would be taken.

Obstacles which were seen to be important also differed by the high school program taken by the respondent. Home responsibilities, the lack of information on courses available, attendance requirements, low past grades, the amount of "red tape", lack of prerequisite courses, a dislike of studying, the lack of recognition or credit and unwillingness to compete were seen as likely obstacles by those adults who had taken high school programs other than the college preparatory.

Institutional affiliation preferences for adults differs also by the high school program taken. Table XI illustrates the institutional preferences, but also indicates the desire for a choice of sponsors. The concern expressed about prerequisites as possible obstacles in pursuing further education may be enhanced by adult interest in changing educational affiliations which were implicit in high school tracking.

Similarly the location or site at which adults would like to take training differs by high school program taken. See Table XI.

F. The Relationships of Income

The importance of income levels upon educational aspirations of adults is another factor which the study tested. Family incomes were rated by the respondents as either high, middle, or low. The distribution of these income ratings is given in the following table:

Low	Middle	High	N/R(n)
27.8%	65.5%	2.7%	19

A much lower percentage of these respondents than had been anticipated rated their family income as high. Similarly more rated their family income as low. However, an analysis of the responses based upon these ratings was performed by combining high and middle income groups and comparing this combined group to those who reported low incomes. Significant differences were demonstrated on a number of variables. The cost of education was seen as a likely barrier by nearly eighty-percent of those whose income ratings were low, as might be expected. A lack of information about the availability of suitable educational opportunities, the amount of "red tape" associated with enrolling and the lack of transportation were all significantly perceived to be barriers to low income Vermonters. In addition, the fact that they would not meet the requirements to begin a program and a distaste for

schools and classrooms were identified by low income persons. Low income people were significantly more desirous of changing their jobs. See Table XII.

It is interesting to note that low family income respondents were more willing to spend larger proportions of their income on tuition than their more affluent neighbors. This finding could be used to demonstrate the intensity of the aspirations for postsecondary education held by low income Vermonters. The following chart illustrates the comparable financial commitment low and middle/high income groups are willing to make to their education.

Maximum Affordable Expenditure on Education
Per Year by Family Income

	LOW	MIDDLE OR HIGH
$25. or less	25.8%	9.0%
$26. - $50.	3.8%	7.1%
$51. -$100.	7.6%	11.7%
$100. -$200.	7.6%	12.3%
$200. or more	55.2%	59.9%

Although significant differences between adult Vermonters are found in aspirations, obstacles, preferences for institutional affiliation and delivery systems associated with adult educational opportunities, the most important fact is there is no clearly identi-

fiable delivery system which would satisfy any or all sub-groupings. What we have found is a mosaic of needs, obstacles and preferences. The challenge for Vermont is to create programs to meet these diverse needs because the demand is there.

VIII

An Analysis of Opportunity for Access to Adult - Postsecondary Education

Another useful way of looking at the educational opportunities that exist for adults is based upon the individual's original choice to continue or not to continue in postsecondary education immediately after high school graduation. Traditionally our systems of postsecondary education have been oriented to meet the needs of the young who usually entered immediately after graduation. The involvement of adults had been seen as a peripheral responsibility. Increasing rates of technological change and knowledge growth make the need for life-long education more essential to individual growth and occupational security. Thus there is a need to emphasize the opportunities for entry and re-entry into the educational system. The following analysis is developed upon the assumption that there are disparities in opportunities between those individuals who continued their education immediately following graduation (continuers) and those who choose to enter postsecondary education after the normal college entrance age or not at all (postponers).

Underlying the idea of a "learning society" is the assumption that education should be available to those who want it when they want it. Some sociologists[8] assume that education, unlike most other commodities the individual purchases in his lifetime, is not subject to the law of diminishing return (i.e., the more you have the less you want). It is maintained that those who have high levels of educational attainment want more and those who have lesser attainments want less.

If this is true, then the usual patterns of education acquisition should indicate that those who followed the traditional pattern and continued their education (continuers) immediately after high school should have significantly higher rates of aspiration for future participation than whose who postponed their education (postponers).

In addition, if access to postsecondary education is open, the ratio of aspiration to current enrollment (ASP/CE) should be about the same for both groups.

From the data collected in this survey of Vermont adults, the following analysis is derived:

---

[8] See C.Jencks et al, Inequality: A Reassessment of the Effects of School and Family, Basic Books 1972.

TABLE A

	Total Samples	% of Samples	Would like to enroll in future (n)	(%)	Enrolled now (n)	(%)	ASP* CE
Continuers	194	40.3	144	74.2	31	16.0	4.65:1
Postponers	281	59.7	156	54.5	24	8.5	6.5:1
Total Sample	475	100.0	300	63.0	55	11.8	

* ASP/CE equals the ratio of aspiration to those currently enrolled.

TABLE B

Distribution of "Postponers" & "Continuers" By Age Group

	Total Sample n	24 & under	25-34	35-44	45-55	over 55
Postponers	156	66.7%	71.4%	81.8%	52.5%	36.5%
Continuers	144	85.3%	88.5%	76.0%	68.8%	41.7%

TABLE C

Percentage of Each Age Group Currently Enrolled

	Number & Sample n	24 & under	25-34	35-44	45-55	over 55
Postponers	24	32.1%	8.6%	4.0%	--	--
Continuers	31	26.1%	14.3%	12.0%	5.6%	4.0%

From this analysis (Table A) the first assumption that education does not adhere to the law of "diminishing returns", is supported. However, although aspirations for further education are significantly lower for "postponers", the proportion of

"postponers" who do aspire to further education is substantial (84.5%).

Moreover, the ratio of aspiration to current enrollment (Table C) shows that access to post-secondary education is more difficult for those individuals who did not continue their education immediately following high school (16% vs 8.5%).

Analysis of aspiration and current enrollment by age groups indicates that although "postponers'" needs for education increase from 66.7% of the under twenty-five age group to a high of 81.% of the 35-44 year age group, actual participation, as measured by current enrollment, falls off more rapidly with increasing age. This demonstrates that the needs of this adult group are not being met. The tables illustrate these inequalities of opportunity. The implication of these findings is that "postponers" find increasing need for post-secondary education, but do not seem to be able to participate as easily as their "continuer" counterparts and that the recognition of educational needs comes later in life for "postponers".

Much of the motivation for increasing aspiration as the "postponer" reaches middle-age appears to result from the difference in job satisfaction or career development which the individual experiences.

TABLE D

Desire to Change Occupation by Age (percentage)

	24 & under	24-34	35-44	45-54	55 & over
Postponers	48.0	48.2	45.8	34.2	20.0
Continuers	61.2	32.1	24.0	27.8	16.7

The above table shows that although the youngest "continuers" have a greater desire to change occupations, the "postponers" are much more likely to be interested in occupational change throughout his/her work life. This may well account for the higher aspiration rates for "postponers" during middle age.

The disparities in opportunities which exist for Vermonters who, upon leaving high school, choose to postpone their participation in post-secondary education represent a real challenge for educational planners. The challenge to reduce inequalities of opportunity and to increase the chances of social and educational mobility of the citizens of Vermont is a difficult but important one.

TABLE I

Experience, Demand and Acceptable Tuition Levels

	Yes %	No %	No Response %
Have taken some post-secondary education	61.7%	38.3%	
Completed courses started	80.3	19.7	
Presently enrolled	11.7	88.3	
Would like to enroll in future	63.2	29.9	6.9
Presently enrolled/would like to in future	88.9	11.1	
Not presently enrolled/would like to in future	65.1	34.9	

Reasons for Enrolling (presently enrolled or would like to be)

Learn new job skills	73.0	27.0
Improve present skills	63.4	36.6
Credit for a degree	38.2	61.8
Personal improvement	86.7	13.3
Enjoyment or recreation	65.1	34.9
Other	7.6	92.4

Maximum available for tuition per year (those who would like to enroll in future)

$50 or less	30% *(nothing available 15%)
$51 - $150	20
$151 - 500	33
over $500	17
	100%

TABLE II

Courses and Programs of Interest to Adults

The courses and programs and the rate at which they were identified as being of interest to the respondents are summarized below:

	Rate
	%
Arts and Sciences (degree programs)	4.4
Professional preservice and refresher	10.1
Liberal Arts (own interest - non degree)	9.5
Health related (own interest - non degree)	1.3
Special skills (own interest - not occupationally oriented)	10.1
Vocational/trade	5.1
Business	10.7
Specialty - occupationally oriented	2.7
Respondents suggesting courses or programs	54.4
No response	45.6

TABLE III

Perceived Obstacles to Enrollment in Post-Secondary Education

	Yes %	No %	N/R %
Cost of tuition	53.9	27.8	18.3
Not enough time	45.5	33.3	21.3
Don't want full-time attendance	46.5	32.2	21.3
Home responsibilities	46.1	32.6	21.3
Job responsibilities	40.4	37.9	21.7
Amount of time required to complete a program	31.4	44.8	23.8
Too old to begin	20.4	63.2	16.4
Lack of information about programs available	22.1	54.1	23.8
Courses not scheduled when I can attend	29.1	45.1	25.9
Strict attendance requirements	15.2	58.5	26.3
Low grades in the past	11.6	63.2	25.3
Courses not available	24.8	49.3	25.9
No child care	8.2	65.7	26.1
Too much red tape when enrolling	14.5	59.4	26.1
Not enough energy or stamina	12.8	63.2	24.0
Don't enjoy studying	13.1	62.5	24.4
Lack of transportation	13.7	62.9	23.4
No place to study or practice	4.4	70.9	24.6
Tired of school and classroom	12.6	61.9	25.5
Lack prerequisites to begin	10.3	61.3	28.4
No way to get degree credit	13.3	59.8	26.9
Unwilling to compete	7.6	66.5	25.9

TABLE IV

Institutional Affiliation Preference

Institution or Agency	Yes %	No %	N/R %
Local High School	52.8	29.1	18.1
Correspondence School	21.1	54.5	24.4
State College	31.8	42.5	25.1
UVM, Undergraduate & Graduate	28.4	46.5	25.1
UVM Continuing Education	36.0	39.6	24.4
Private 4-year College	18.7	56.0	25.3
Private 2-year College	13.1	60.8	26.1
Community College	31.6	43.8	24.6
Area Vocational Center	44.6	31.6	23.8
On-the-job Training (own employer)	40.4	34.5	25.1
Church or other Religious Institution	12.8	61.7	25.5
Department of Employment Security	18.5	55.5	25.7
Agency of Human Services	16.2	56.6	27.2

TABLE V

Preference for Location of Instruction

	Yes %	No%	N/R %
On the campus of the institution	42.1	36.0	21.9
At a local high school	57.1	25.1	17.9
In a church	18.3	56.8	24.8
In another public building	44.0	34.1	21.9
At an industrial or commercial place of business	37.9	37.5	24.6
In student's own home	34.5	41.5	24.0

Time of Instruction

Morning	34.9	41.1	24.0
Afternoon	26.9	46.1	26.9
Evening	54.9	24.4	20.6
Weekday	70.1	8.2	21.7
Weekend	11.4	59.2	29.5

Distance (round-trip) Prepared to Travel

No response	32.2%
Of those responding:	
10 miles or less	26.4%
+ 10 miles to 30 miles	40.8
+ 30 miles to 50 miles	18.9
Over 50 miles	13.9
	100 %

TABLE VI

Aspirations, Motivations, Obstacles and Affiliations by Age Group

Apirations	24 & Under	25-34	35-44	45-54	55	No Response
	%	%	%	%	%	n
Like to enroll in future	77.0	79.6	79.7	57.1	37.9	33
Motivations						
Reasons for enrollment:						
Learn new job skills	75.0	84.5	75.9	63.6	42.1	157
Improve present skills	65.6	68.4	67.9	64.7	40.5	155
Degree credit	56.5	43.5	28.0	12.9	15.8	179
Personal improvement	90.7	94.0	87.5	86.8	62.5	136
Recreation or enjoyment	65.6	69.5	64.7	61.3	57.8	163
Desire to change occupation	55.6	40.4	38.4	32.1	19.0	36
Like to learn new skills to change or improve occupation	77.5	76.3	73.3	66.7	43.2	31
Obstacles						
Cost of tuition	76.1	69.4	63.6	53.7	50.0	87
Not enough time	44.0	65.1	73.1	62.5	48.1	101
Don't want full-time attendance	50.9	66.4	66.1	63.4	50.0	101
Home responsibilities	45.0	61.1	72.7	76.9	50.0	101
Job responsibilities	53.2	51.9	60.3	46.2	41.2	103
Amount of time required to complete a program	38.2	41.9	50.0	45.9	31.3	113
Too old to begin	2.8	12.4	29.2	46.3	55.1	78
Lack of information about programs available	30.0	20.6	30.3	28.9	43.5	113
Courses not scheduled when I can attend	34.6	42.3	38.3	44.7	39.1	123
Strict attendance requirements	17.4	18.0	16.9	30.6	30.4	125
Low grades in the past	18.3	16.7	14.8	13.9	3.5	120
Courses not available	29.8	36.2	32.8	42.1	29.8	123
No child care	9.3	18.6	8.3	11.1	2.2	124

TABLE VI (continued)

Obstacles (cont'd)	24 & Under	25-34	35-44	45-54	55	No Response
	%	%	%	%	%	n
Too much red tape when enrolling	21.7	15.8	20.0	25.0	18.8	124
Not enough energy or stamina	8.3	13.5	12.9	37.8	32.7	114
Don't enjoy studying	25.0	15.4	13.1	18.4	8.3	116
Lack of transportation	14.7	18.3	14.5	16.7	28.3	111
No place to study or practice	.9	6.7	8.1	16.7	4.3	117
Tired of school and classroom	26.6	15.2	6.8	16.7	11.1	121
Lack prerequisites to begin	9.6	15.7	10.7	22.9	20.9	135
No way to get degree credit	12.3	13.9	22.8	22.2	31.9	128
Unwilling to compete	10.3	7.8	8.5	11.1	17.0	123
Affiliation – Institution or Agency						
Local High School	54.8	57.7	78.8	75.0	71.7	86
Correspondence School	29.7	28.4	28.8	30.0	19.1	116
State College	54.5	45.9	37.3	40.0	17.4	122
UVM, Undergraduate & Graduate	47.7	42.7	35.1	21.1	21.3	119
UVM Continuing Education	47.3	52.9	46.7	45.0	40.4	116
Private 4-year College	32.7	28.7	20.3	15.4	13.0	120
Private 2-year College	23.6	18.0	15.8	13.2	8.7	124
Community College	42.3	50.0	46.6	31.6	26.5	117
Area Vocational Center	46.4	59.0	62.9	80.5	61.2	113
On-the-job Training (own employer)	60.4	55.0	60.7	44.7	34.8	119
Church or other Religious Institution	8.3	22.5	20.3	21.6	19.1	121
Department of Employment Security	22.0	22.4	25.4	39.5	24.5	122
Agency of Human Services	21.1	20.6	20.7	36.1	19.6	129
Preference for Location of Instruction						
On the campus of the institution	66.7	56.2	55.7	36.6	35.7	104
At a local high school	53.6	72.6	77.3	84.8	73.3	85
In a church	13.1	35.9	22.0	34.2	20.0	118
In another public building	48.6	56.7	57.4	73.2	57.1	104
At an industrial or commercial place of business	47.2	57.8	53.3	51.3	37.3	117
In student's own home	45.8	46.6	45.0	48.7	40.4	114

TABLE VII

Aspirations, Motivations, Obstacles and Affiliations by Birthplace

	Vermont	Other State	No Response
Aspirations	%	%	n
Like to enroll in future	64.3	73.2	38
Motivations			
Reasons for enrollment			
Learn new job skills	72.1	73.5	160
Improve present skills	62.5	63.9	158
Degree credit	32.7	45.9	182
Personal improvement	85.6	87.8	140
Recreation or enjoyment	58.9	72.9	167
Desire to change occupation	36.8	42.8	41
Like to learn new skills to change or improve occupation	67.0	71.9	36
Obstacles			
Cost of tuition	67.0	63.6	91
Not enough time	54.3	63.5	104
Don't want full-time attendance	54.0	67.3	104
Home responsibilities	59.2	58.4	103
Job responsibilities	50.9	51.7	106
Amount of time required to complete a program	42.9	38.0	116
Too old to begin	26.4	21.3	81
Lack of information about programs available	30.7	26.2	116
Courses not scheduled when I can attend	36.7	42.7	125
Strict attendance requirements	20.6	20.1	127
Low grades in the past	16.9	13.6	122
Courses not available	28.2	41.1	125
No child care	9.6	13.6	126

TABLE VII (continued)

Obstacles (cont'd)	Vermont %	Other State %	No Response n
Too much red tape when enrolling	21.0	16.7	127
Not enough energy or stamina	16.2	18.2	116
Don't enjoy studying	19.4	14.2	118
Lack of transportation	19.3	15.4	114
No place to study or practice	7.4	3.6	119
Tired of school and classroom	16.9	17.3	123
Lack prerequisites to begin	16.3	11.8	137
No way to get degree credit	18.8	17.5	130
Unwilling to compete	11.8	7.9	125
Affiliation — Institution or Agency			
Local High School	62.5	68.0	90
Correspondence School	28.8	26.4	119
State College	36.7	52.4	125
UVM, Undergraduate & Graduate	30.3	49.0	122
UVM Continuing Education	39.7	58.5	119
Private 4-year College	20.6	31.5	123
Private 2-year College	16.0	19.7	127
Community College	34.6	52.4	120
Area Vocational Center	57.9	59.3	116
On-the-job Training (own employer)	54.0	52.8	122
Church or other Religious Institution	15.9	19.6	124
Department of Employment Security	26.1	23.0	125
Agency of Human Services	19.2	27.4	132
Preference for Location of Instruction			
On the campus of the institution	50.9	57.4	106
At a local high school	66.5	74.1	87
In a church	20.6	30.1	120
In another public building	56.6	56.7	106
At an industrial or commercial place of business	49.0	52.1	119
In student's own home	45.3	45.2	117

TABLE VIII

Aspirations, Motivations, Obstacles and Affiliations by Sex

	Male	Female	No Response
Aspirations	%	%	n
Like to enroll in future	64.8	70.4	33
Motivations			
Reasons for enrollment			
Learn new job skills	76.4	70.1	157
Improve present skills	66.9	60.7	155
Degree credit	44.6	33.1	179
Personal improvement	87.2	86.3	136
Recreation or enjoyment	57.4	71.0	163
Desire to change occupation	37.1	40.5	36
Like to learn new skills to change or improve occupation	68.6	69.2	31
Obstacles			
Cost of tuition	62.6	69.2	87
Not enough time	53.4	61.7	101
Don't want full-time attendance	57.8	60.3	101
Home responsibilities	52.0	64.5	101
Job responsibilities	58.6	45.0	103
Amount of time required to complete a program	43.4	39.2	113
Too old to begin	22.6	26.1	78
Lack of information about programs available	27.7	30.2	113
Courses not scheduled when I can attend	36.6	41.7	123
Strict attendance requirements	18.8	22.2	125
Low grades in the past	14.0	16.8	120
Courses not available	33.1	33.9	123
No child care	4.7	17.1	124
Too much red tape when enrolling	22.4	17.1	124
Not enough energy or stamina	17.4	16.4	114
Don't enjoy studying	20.7	14.1	116
Lack of transportation	11.1	23.8	111
No place to study or practice	7.5	4.3	117

TABLE VIII (continued)

Obstacles (cont'd)	Male %	Female %	No Responses %
Tired of school and classroom	20.9	13.2	121
Lack prerequisites to begin	17.3	11.6	135
No way to get degree credit	19.6	16.8	128
Unwilling to compete	13.6	7.1	123
Affiliation - Institution or Agency			
Local High School	58.1	70.0	86
Correspondence School	26.5	29.1	116
State College	43.4	42.2	122
UVM, Undergraduate & Graduate	39.5	36.5	119
UVM Continuing Education	46.5	48.7	116
Private 4-year College	28.3	22.2	120
Private 2-year College	20.6	15.1	124
Community College	38.4	44.8	117
Area Vocational Center	53.5	63.2	113
On-the-job Training (own employer)	55.7	52.4	119
Church or other Religious Institution	11.4	22.3	121
Department of Employment Security	18.6	30.6	122
Agency of Human Services	13.0	30.4	129
Preference for Location of Instruction			
On the campus of the institution	56.8	51.5	104
At a local high school	60.9	76.8	85
In a church	14.6	32.6	118
In another public building	49.7	62.0	104
At an industrial or commercial place of business	57.6	44.0	117
In student's own home	42.8	47.7	114

TABLE IX

Aspirations, Motivations, Obstacles and Affiliations by Location of Residence

Aspirations	Farm	Village	Non Farm	City	No Response
	%	%	%	%	n
Like to enroll in future	61.4	67.3	73.2	69.8	42
Motivations					
Reasons for enrollment					
Learn new job skills	71.0	74.7	77.3	67.9	162
Improve present skills	56.7	65.8	69.0	57.6	160
Degree credit	20.7	40.3	33.3	45.0	183
Personal improvement	83.8	84.8	93.2	90.9	142
Recreation or enjoyment	65.6	60.8	72.1	69.4	167
Desire to change occupation	32.6	39.2	41.8	40.2	45
Like to learn new skills to change or improve occupation	61.7	69.7	78.6	64.9	40
Obstacles					
Cost of tuition	65.8	66.2	75.5	60.8	92
Not enough time	71.4	55.3	68.6	51.6	108
Don't want full-time attendance	71.1	59.6	62.0	54.2	108
Home responsibilities	75.7	57.2	67.3	50.0	107
Job responsibilitites	45.7	52.7	51.9	50.0	108
Amount of time required to complete a program	54.5	40.0	37.5	38.9	119
Too old to begin	37.8	22.6	17.3	25.7	86
Lack of information about programs available.	40.0	27.5	25.0	30.1	117
Courses not scheduled when I can attend	33.3	39.5	43.8	39.3	128
Strict attendance requirements	29.0	17.3	19.1	22.7	130
Low grades in the past	28.1	14.8	18.8	10.3	125
Courses not available	25.8	34.1	42.6	31.5	129
No child care	21.9	10.7	17.0	4.4	129
Too much red tape when enrolling	3.5	9.6	1.7	4.9	130
Not enough energy or stamina	21.9	14.8	18.8	16.3	121
Don't enjoy studying	24.2	16.9	14.9	17.8	122
Lack of transportation	8.8	21.7	8.3	19.6	117

TABLE IX (continued)

Obstacles (cont'd)	Farm	Village	Non Farm	City	No Response
	%	%	%	%	n
No place to study or practice	8.6	5.0	4.2	7.8	123
Tired of school and classroom	24.2	17.9	19.6	12.2	127
Lack prerequisites to begin	25.0	14.4	12.8	12.4	140
No way to get degree credit	22.2	17.3	25.5	14.9	132
Unwilling to compete	17.6	11.3	8.7	6.7	129
Affiliation – Institution or Agency					
Local High School	72.5	64.1	72.5	56.1	94
Correspondence School	29.7	27.3	33.3	25.8	121
State College	37.5	41.0	43.8	50.6	127
UVM, Undergraduate & Graduate	21.1	34.7	40.4	52.2	124
UVM Continuing Education	35.9	44.3	51.0	58.7	121
Private 4-year College	22.5	17.8	29.2	39.8	125
Private 2-year College	10.5	15.1	18.8	26.1	129
Community College	20.5	45.2	50.0	40.4	122
Area Vocational Center	82.1	53.6	70.6	50.0	116
On-the-job Training (own employer)	78.4	53.1	45.8	47.3	124
Church or other Religious Institution	28.9	12.6	19.1	20.2	126
Department of Employment Security	36.8	25.0	27.7	18.4	127
Agency of Human Services	28.9	20.7	27.1	19.8	134
Preference for Location of Instruction					
On the campus of the institution	35.0	55.9	51.9	61.1	109
At a local high school	76.2	68.6	81.5	60.4	92
In a church	32.4	20.5	28.6	25.8	124
In another public building	65.8	52.7	71.7	51.6	109
At an industrial or commercial place of business	58.3	49.7	52.9	47.2	122
In student's own home	45.9	48.6	44.0	39.1	119

TABLE X

a. Distribution of Sample Continuers and Postponers by High School Program Taken:

	Academic	Business	Vocational Agricultural	General
	%	%	%	%
Distribution of Sample by high school program taken	54.3	22.1	8.7	14.9
Distribution of Continuers by high school program taken	72.4	12.4	5.4	9.7
Distribution of Postponers by high school program taken	39.8	29.9	11.3	19.0

b. Aspiration of Continuers and Postponers by High School Program Taken:

	Academic	Business	Vocational Agricultural	General
	%	%	%	%
Total Sample — would like to enroll	79.4	61.9	73.5	58.5
Continuers — would like to enroll	85.5	63.6	66.7	60.0
Postponers — would like to enroll	70.1	61.3	76.0	57.9

TABLE XI

Aspirations, Motivations, Obstacles and Affiliations by High School Program Taken

Aspirations	Academic	Vocational Business	Vocational Agricultural	General	No Response
	%	%	%	%	n
Like to enroll in future	79.4	61.9	73.5	58.5	86
Motivations					
Reasons for enrollment					
Learn new job skills	72.9	74.5	89.3	69.2	187
Improve present skills	63.5	67.8	78.6	54.3	183
Degree credit	51.9	20.8	23.1	25.0	206
Personal improvement	90.4	83.9	83.3	89.7	166
Recreation or enjoyment	74.3	58.9	42.3	73.5	188
Desire to change occupation	42.9	36.8	30.6	42.1	83
Like to learn new skills to change or improve occupation	74.3	71.4	65.7	72.9	83
Obstacles					
Cost of tuition	62.1	77.3	74.3	63.3	121
Not enough time	59.2	61.4	54.3	64.4	134
Don't want full-time attendance	56.4	65.3	60.6	64.6	134
Home responsibilities	50.8	70.8	65.6	68.0	132
Job responsibilities	51.3	46.4	53.1	53.2	136
Amount of time required to complete a program	35.9	42.9	50.0	50.0	145
Too old to begin	12.7	36.0	18.8	30.6	122
Lack of information about programs available	21.1	30.9	34.4	44.7	143
Courses not scheduled when I can attend	41.2	27.7	37.5	54.5	152
Strict attendance requirements	15.5	26.6	28.1	31.1	153
Low grades in the past	8.7	21.2	21.9	22.2	149
Courses not available	34.1	28.1	37.5	39.5	152
No child care	8.7	22.7	15.6	4.7	151
Too much red tape when enrolling	12.8	24.2	31.3	27.9	154
Not enough energy or stamina	10.9	20.3	21.9	20.0	145
Don't enjoy studying	11.3	17.2	31.3	33.3	148
Lack of transportation	14.0	22.1	15.6	25.5	142

TABLE XI (continued)

Obstacles (cont'd)	Academic %	Business %	Vocational Agricultural %	General %	No Response n
No place to study or practice	2.7	9.0	6.2	11.1	147
Tired of school and classroom	14.8	9.5	25.0	30.4	151
Lack prerequisites to begin	7.8	18.3	15.6	24.4	162
No way to get degree credit	11.5	23.8	30.3	21.4	155
Unwilling to compete	3.3	15.6	16.1	23.3	153
Affiliation - Institution or Agency					
Local High School	55.2	77.9	65.6	70.6	123
Correspondence School	22.9	38.2	25.8	35.7	146
State College	57.0	29.2	36.4	17.1	150
UVM, Undergraduate & Graduate	55.6	21.2	15.6	14.3	146
UVM Continuing Education	65.3	40.3	15.6	17.1	145
Private 4-year College	36.9	11.9	15.6	9.8	148
Private 2-year College	21.1	15.2	22.6	9.8	162
Community College	45.5	40.3	48.5	31.0	144
Area Vocational Center	52.9	58.1	59.4	64.3	141
On-the-job Training (own employer)	43.5	64.2	64.5	65.1	148
Church or other Religious Institution	14.0	32.3	12.5	18.6	149
Department of Employment Security	19.0	34.8	30.3	35.7	150
Agency of Human Services	23.2	27.7	12.5	26.8	n/a
Preference for Location of Instruction					
On the campus of the institution	70.6	43.1	41.4	28.6	135
At a local High school	65.0	78.9	67.7	71.4	122
In a church	23.1	35.7	23.3	19.5	148
In another public building	54.5	61.1	56.3	63.6	136
At an industrial or commercial place of business	46.2	52.9	58.1	61.5	149
In student's own home	37.6	57.4	38.7	56.8	146

TABLE XII

Aspirations, Motivations, Obstacles and Affiliations by Family Income

Aspirations	Low %	Middle %	No Response n
Like to enroll in future	64.8	69.0	50
Motivations			
Reasons for enrollment			
Learn new job skills	70.8	73.3	169
Improve present skills	55.1	66.5	168
Degree credit	45.1	35.5	190
Personal improvement	82.8	88.5	149
Recreation or enjoyment	59.6	66.8	175
Desire to change occupation	48.3	36.1	53
Like to learn new skills to change or improve occupation	71.4	67.8	49
Obstacles			
Cost of tuition	79.4	60.7	101
Not enough time	52.1	59.8	115
Don't want full-time attendance	58.0	60.4	115
Home responsibilities	55.0	59.2	113
Job responsibilities	54.3	51.3	116
Amount of time required to complete a program	38.7	41.4	126
Too old to begin	32.4	20.9	94
Lack of information about programs available	40.8	25.0	125
Courses not scheduled when I can attend	42.6	38.2	135
Strict attendance requirements	25.3	18.2	137
Low grades in the past	20.2	12.4	132
Courses not available	38.7	31.9	134
No child care	7.8	12.0	136
Too much red tape when enrolling	29.8	14.3	136
Not enough energy or stamina	20.0	14.6	127
Don't enjoy studying	19.1	15.5	129
Lack of transportation	14.0	14.9	124
No place to study or practice	8.6	4.8	130

TABLE XII (continued)

Obstacles (cont'd)	Low %	Middle %	No Response n
Tired of school and classroom	24.7	12.9	134
Lack prerequisites to begin	23.6	11.3	148
No way to get degree credit	22.0	16.9	141
Unwilling to compete	10.8	9.3	136
Affiliation – Institution or Agency			
Local High School	60.4	65.8	102
Correspondence School	26.3	29.0	128
State College	40.9	45.2	134
UVM, Undergraduate & Graduate	38.5	38.9	132
UVM Continuing Education	42.1	51.0	129
Private 4-year College	24.7	25.7	133
Private 2-year College	19.4	16.7	137
Community College	39.8	44.0	130
Area Vocational Center	58.5	59.1	127
On-the-job Training (own employer)	57.6	52.2	132
Church or other Religious Institution	11.8	19.3	134
Department of Employment Security	28.9	23.9	135
Agency of Human Services	21.7	22.4	142
Preference for Location of Instruction			
On the campus of the institution	50.0	56.1	117
At a local High School	59.6	73.4	100
In a church	19.8	26.6	131
In another public building	52.0	57.2	118
At an industrial or commercial place of business	50.5	49.6	130
In student's own home	49.5	43.1	127

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 10 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION